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Canadian government report to the
United Nations Educational,
Scientific and Cultural
Organization for 1952 and 1953. -
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CANADIAN GOVERNMENT REPORT

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to

THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

for

1952 and 1953

OUTLINE

- I INTRODUCTION
- II CHANGES IN LAWS AND REGULATIONS
 - (A) Education
 - (B) Science
 - (C) Culture
- III INTERNATIONAL CONVENTIONS AND RECOMMENDATIONS
- IV IMPLEMENTATION OF GENERAL CONFERENCE RESOLUTIONS
 - (A) Education
 - (B) Natural Sciences
 - (C) Social Sciences
 - (D) Cultural
 - (E) Mass Communications
 - (F) Technical Assistance
 - (G) Documents and Publications
- V ESTABLISHMENT OF NATIONAL COMMISSION

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INTRODUCTION

The Canadian report to UNESCO for the year 1951 dealt with two aspects of our relations with the Organization which were then of special interest: the final report of the Canadian Council for Reconstruction through UNESCO (CCRU) which concluded its activities on April 30, 1951, and the report of the Royal Commission on National Development in the Arts, Letters and Sciences which was published in June, 1951. There were also references to Canadian participation in the Sixth General Conference of UNESCO which ended on July 11, 1951. Although critical of some aspects of the UNESCO programme and of some phases of Canadian participation in the programme, our report looked forward optimistically to a greater concentration of attention, effort and funds on specific long-term projects, and to a fuller and more integrated endeavour in Canada.

Canadian relations with UNESCO during 1952 and 1953 were not affected by any marked changes in emphasis or approach. The Canadian Council for Reconstruction through UNESCO officially surrendered its charter in April, 1953. Many of the recommendations of the Royal Commission on National Development in the Arts, Letters and Sciences were implemented, but the Canada Council which the Commission envisaged as the national commission for UNESCO has so far not been established.

During the years under review, evidence continued to accumulate of the widespread sympathy in Canada for the aims and objects of UNESCO, and of a desire to contribute toward international understanding through educational, scientific and cultural exchanges. Nevertheless there was substantial support in Canada for the opinion that the Organization's programme should be brought into still sharper focus and that much remains to be accomplished in the allocation of funds in fields where they can be employed to best advantage. The lack of a national commission for UNESCO in Canada presented certain difficulties, but these were offset to a considerable degree by the generous and often enthusiastic support and active assistance of more than 100 national agencies and organizations. Without the close co-operation and direct assistance of these organizations Canadian participation in the UNESCO programme would not be possible. The amount of time and money freely given by individuals and voluntary groups that sympathize with UNESCO's objectives and purposes is a very real part of the Canadian contribution to the Organization's programme.

II

CHANGES IN LAWS AND REGULATIONS

(A)

EDUCATION

Education in Canada is primarily a provincial responsibility. The significant changes in laws and regulations during 1952 and 1953, as reported by the provinces, were:

1. BRITISH COLUMBIA

(a) School Building Grants - Under procedure introduced in 1953 the local authorities borrow the full amount of the cost of capital construction, the debentures to be guaranteed as to principal and interest by the Provincial Government. Provincial grants will cover 50 per cent of the annual cost of amortization of the debt.

(b) Curriculum - The revision of the high school curriculum was completed to the Grade XII level. Students must complete at least one "major" course to graduate from the general programme, and at least three "major" courses to obtain entrance to the university. Majors are taken in addition to the constants or "core" subjects required of all high school students.

(c) Auxiliary or Out-of-School Services - A new Community Programmes Branch was set up to foster and develop local recreational commissions in all parts of the province where the need is felt.

2. ALBERTA

(a) School Law - The School Act was rewritten in 1952. The main effects are an improvement in organization, the clarification of some provisions, and the elimination of a considerable amount of material no longer applicable to school operation in the province.

(b) Alberta Academy Act - This Act, passed in 1952, established an Academy charged with the responsibility of giving honour and recognition to creative achievement in the arts or humanities.

(c) School Building Grants - The School Buildings Assistance Act, also passed in 1952, and amended in 1953, replaced the former School Borrowing Assistance Act. The Act provides for assistance in the erection of schools by way of both grant and loan. The loan limit is 40 per cent of approved cost. The Act is administered by a three-member Board on which the Department of Education has one representative.

(d) Students Assistance Act - Passed in 1953, this Act provides for loans to students pursuing a degree course, to teachers in training, and to student nurses. It is administered by a Board of which the President of the University and the Deputy Minister of Education are members.

3. SASKATCHEWAN

(a) Large United of School Administration - The organization of the provincial school system into large units of school administration continued. The total number of such units is now 56; only four of the projected 60 such units in the province remain unorganized.

(b) United Nations - A concerted effort was made to inform students and the general public of the Organization and of the continuing work of the United Nations. In the courses of study, in Grades VIII to XII particularly, specific units are set out for study, such as The Ideals of the United Nations and The Organs of the United Nations, with detailed study of each of the main agencies.

4. MANITOBA

(a) Increase in School Grants -

(1) Basic Grants - A fixed sum per teacher is guaranteed jointly by the municipality and the province - the former to pay the proceeds of a fixed levy and the latter to make up the deficit. In 1953 this guaranteed support was raised from \$1,700 to \$2,200 without any increases in the municipal levy.

(2) Special Grants - Grants to secondary schools were raised in 1952 from \$500 to \$750 per classroom. A corresponding increase of 50 per cent was made in grants to continuation schools.

(b) Provision for Secondary School Areas - The Manitoba Public School Act already provides for amalgamations of all schools in an Area into one administrative unit. An amendment adopted in 1953 permits the setting up of administrative areas for high school purposes.

(c) Teacher Training - The Faculty of Education of the University of Manitoba revised its regulations regarding admittance to its Diploma Course formerly restricted to graduates of other faculties. Students with second or third year standing are now admitted to the course. Under Departmental regulations these students may qualify for a First Class (but not a Collegiate) Teacher's Certificate.

5. ONTARIO

The Department of Education is concluding the first stage of a consolidation of its education legislation. Three consolidated Acts are being presented at the current session of the Legislature - a new Department of Education Act, a Secondary Schools and Boards of Education Act, and a Schools Administration Act. Since these Acts are at present being considered by the Legislature, it is not possible to comment on their final form.

6. QUEBEC

Reply not received in time for inclusion.

7. NEW BRUNSWICK

(a) Teacher Training - As the first step in a programme to attract and hold more persons in the teaching profession, a Director of Teacher Training responsible for supervision of the provincial teachers' college and affiliated institutions, the recruitment of students for training as teachers, and a public relations programme designed to make the public more fully aware of the contribution made by teachers to the social and educational welfare of young people, was appointed.

(b) Library Services - Another new appointment (to become effective January 1, 1954) was that of a Director of Library Services, who will be responsible for organizing and administering a system of Regional Libraries in the province in order to promote more adequate library facilities.

8. NOVA SCOTIA

Education Act - The Education Act of the province was completely revised and re-written in 1953, for the first time since the passing of the province's Free Schools Act in 1864. The revision incorporates into the Act numerous changes and amendments which have become necessary over the years.

9. PRINCE EDWARD ISLAND

The only legislation of recent date affecting the development of education in this province has been in connection with the extension from eleven to twelve years of the elementary and secondary school programme leading to university matriculation. It is believed that this change will lead to greater maturity at the time of completing high school work and also to a more thorough grounding in both elementary and secondary school courses.

10. NEWFOUNDLAND

A consolidation of the Education Act was prepared in 1952. No new legislation was introduced in 1952. In 1953, further minor amendments to the Act were made in connection particularly with teachers' pensions and the organization of the Newfoundland Teachers' Association.

(B)

SCIENCE

The National Research Council during 1952 relinquished the responsibility for atomic energy research and development, transferring this subject to the newly formed Crown Company, Atomic Energy of Canada Limited. This arrangement was made because the construction of a new reactor at Chalk River will lead to work of greater industrial significance. Production and marketing problems will become relatively more important.

In 1953 an Act was passed which changed the name of the Department of Resources and Development to the Department of Northern Affairs and National Resources. The change of name indicates the intention of giving greater emphasis to the administration and development of the North and of Eskimo affairs. A function of the new Department will be to "foster, through scientific investigation and technology, knowledge of the Canadian North and of the means of dealing with conditions related to its further development".

As a result of a change in the Fisheries Research Board Act during 1953, the Board now has a full-time Chairman. In the past, the Chairman and Vice-Chairman were elected by the Board and approved by the Minister of Fisheries. They devoted what time they could spare from their normal activities to the work of the Board and were given a modest honorarium. Under the new Act, the Chairman is appointed by Order in Council. This Act also arranges for increasing the Board membership from fifteen to nineteen as a maximum, although the number is not fixed. It is obligatory, however, that the majority of Board members be scientists.

(C)

CULTURE

A Cultural Agreement was concluded between Canada and Italy. This agreement provides for the establishment of a Canadian Foundation at Rome and an Italian Institute at Montreal and looks forward to exchanges of students, artists, films, exhibitions, concerts and cultural activities of many kinds. The Canadian Government is taking steps to implement the agreement.

The programme of Canadian Government Overseas Awards was expanded during the years under review. The Royal Society of Canada is responsible for arranging the programme and selecting winners of the awards and has discharged these functions so competently that few difficulties have been encountered. Many of these awards are made in the creative arts.

An Act respecting the establishment of a National Library in Canada was approved in 1952 and came into force on January 1, 1953. (A copy is annexed to this report). Book deposit regulations effective February 1, 1953, were prepared by the National Librarian in accordance with the Act (copies in English and French are attached.)

III

ACTION TAKEN IN CONNECTION WITH INTERNATIONAL
CONVENTIONS AND RECOMMENDATIONS ADOPTED BY THE
GENERAL CONFERENCE

- (A) Agreement to Facilitate the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character: Canadian instruments of acceptance have been deposited. Regulations and instructions which give effect to the Agreement are in force.
- (B) Agreement on the Importation of Educational, Scientific and Cultural Materials - The Canadian Government and interested organizations in Canada sympathize with the purpose of this agreement but cannot agree with the particular proposals embodied in it. The Agreement does not bind signatories to remove protective restrictions of their copyright laws or quantitative import controls. It leaves these real obstacles untouched while binding countries to abolish their tariffs, which in most cases are not the real impediments to the free movement of the materials concerned.
- (C) The Universal Copyright Convention - During the years under review Canada was represented on the Permanent Committee of the International Union for the Protection of Literary and Artistic Works (Berne Union) and took steps to implement the resolutions of the Union. The relative merits of the Universal Copyright Convention and the International Copyright Convention are being carefully reviewed.
- (D) Proposed International Instrument with a View to Eliminating Obstacles to the Free Movement of Persons Travelling for Educational, Scientific and Cultural Purposes - Existing Canadian legislation extends practically all of the facilities covered by the draft instrument. Several of the operative parts of the proposal are outside the authority of the Government of Canada either because they come within the competence of the provinces of Canada or within the sphere of action of private organizations which might hesitate to grant as a right privileges which they already extend at their discretion. It was suggested that UNESCO's efforts should be closely co-ordinated with those of the International Monetary Fund, the International Labour Organization and other agencies.

IV ACTION TAKEN TO IMPLEMENT RESOLUTIONS ADOPTED BY THE
GENERAL CONFERENCES

(A) EDUCATION

Previous reports and statements by Canadian delegates at General Conferences of UNESCO have indicated that the Canadian authorities consider fundamental education projects and the exchange of persons programme to be the most important and practical UNESCO endeavours in the field of education. It is felt that there should be greater concentration of thought and funds on these phases of the programme and that the projects should be more concrete and limited in scope.

1. Exchange of Information for the Improvement of Education

(a) Special Committees

(1) The Canadian Advisory Committee on Teaching about the United Nations, which was originally established on an ad hoc basis, reviewed its status during 1953 and with the agreement of all concerned the Committee was reconstituted as a committee of the United Nations Association in Canada. It is considered that this should improve co-ordination and simplify administrative arrangements. Dr. A.E. Chatwin serves as a liaison officer of the committee and organizes a teaching programme in co-operation with educational institutions in Canada.

(2) The UNESCO REVIEW Editorial Committee --(See Page 22).

(3) UNESCO Fellowship Committees were constituted for the purpose of adjudicating applications for fellowships offered by UNESCO to Canadians. These committees were established on an ad hoc basis to include representatives of interested Government departments and experts in the particular subject of the fellowship. Committees of this kind, lacking administrative facilities, are not entirely adequate for the purpose.

(b) Special Studies

The Canadian Education Association, the Canadian Teachers' Federation, the National Conference of Canadian Universities, the Canadian Association for Adult Education and other organizations co-operated in the revision of international handbooks and provided special articles and information for new projects. For example, Mr. J.S. Carlisle, Ontario College of Education, University of Toronto, prepared two articles on the training and status of secondary school teachers for the special study undertaken by UNESCO in conjunction with the International Bureau of Education.

(c) Educational Statistics

An informative leaflet distributed by Canadian educational organizations provided the following statistical comparisons for the years 1952-53:

(i) Comparison of Pupil Enrolment with Population:

<u>Year</u>	<u>Enrolment</u>	<u>Population</u>	<u>Proportion</u>
	-- (thousands)	--	
1951	2412	14,009	17.2
1952	2500*	14,430	17.3*
1953	2600*	14,781	17.6*

* estimated

(ii) Amount Spent per Capita per Day on Formal Education:

<u>Year</u>	<u>Local</u>	<u>Provincial</u>	<u>Federal & Personal</u>	<u>Total</u>
1951	4.1¢	3.7¢	2.0¢	9.8¢
1952	4.3¢*	4.1¢	2.0¢*	10.4¢
1953	4.5¢*	4.2¢	2.1¢*	10.8¢*

(* estimated)

(iii) Teachers in Canadian Schools:

<u>Year</u>	<u>Teachers</u>
1951	89,000 (* estimated)
1952	93,500*
1953	98,000*

(iv) Canadian Home and School and Parent-Teacher Federation:

<u>Year</u>	<u>Membership</u>
1951	173,000
1952	194,400
1953	218,900

(d) Educational Documentation

There is no national centre for educational documentation in Canada. The Canadian Education Association offered to act in this capacity within the limits of its constitution and jurisdiction.

2. Extension of Education

(a) Fundamental Education Associated Projects

(i) Survey of Methods of Teaching Reading and Writing - Some uncertainty concerning the precise pattern of this survey and misdirection of pertinent documents delayed the Canadian contribution. The Canadian Education Association is now obtaining opinions from competent authorities in the field of primary and secondary education concerning the preliminary survey.

(ii) Survey of Administrative Aspects of Free and Compulsory Primary Education - A Canadian bibliography and a collection of Canadian texts on this subject were forwarded to UNESCO as a history of Canadian experience in this question.

(b) Adult Education

The Canadian authorities concerned have expressed the opinion that it is a mistake for UNESCO to concentrate most of its energies in this field on the education of workers. Admittedly, labour education is one of the most important phases of adult education, but there are other equally important sections of the population which require attention.

(i) Seminars: Representatives of Canadian labour organizations attended the seminars on workers' education in France in 1952 and 1953.

(ii) The Canadian Association for Adult Education provided valuable leadership in this field. The CAAE sent an expert to Jamaica to participate in a seminar on adult education in the Caribbean and co-operated in the selection of representatives for all UNESCO seminars on adult education.

(iii) The Citizenship Branch of the Department of Citizenship & Immigration completed the difficult and extensive UNESCO statistical questionnaire on adult education. This project illustrated the wide scope of these activities in Canada and the difficulty of co-ordinating a report on the activities of the many organizations involved.

(c) School Education

The precise relationship between UNESCO and the International Bureau of Education is not clearly understood in Canada, but the opinion has been offered that only one of the organizations should attempt to act as an education clearing house and that the designated organization should intensify exchanges of information. The Canadian Education Association sends representatives to IBE meetings and is co-operating with the Canadian Government Exhibition Commission in setting up a new exhibit at the Bureau in Geneva.

3. Education for Living in a World Community

(a) A Canadian national committee has not yet been formed although several organizations indicated interest. There were two factors affecting Canadian participation: the proposed external control and direction of national projects by UNESCO; and, as stated by one interested organization, "...In this instance we are confronted with a detailed plan which does not take into account the various aspects of jurisdiction over educational matters in our country."

(b) Seminar on the Contribution of Teaching of Modern Languages, Ceylon, August, 1953 -- Books and documents for use at the seminar were supplied by Canadian publishers and the Canadian Education Association and a representative of the Canadian Teachers' Federation attended the seminar.

- (c) Seminar on Teaching about Human Rights toward Education for Living in a World Community, The Netherlands, August, 1952:-- The Canadian Teachers' Federation assisted in arranging the attendance of five teachers who played a prominent part in the seminar.
- (d) The Director of the Canadian Association for Adult Education, served as a special adviser to the Director-General on this subject and was represented at the meeting of the committee of experts in July, 1953.

4. Curricula, Methods and Textbooks

- (a) Study of School Textbooks. Concerning Relations Between People of European and Asian Cultural Backgrounds - There appears to have been some misunderstanding in Canada of the basis of this study and the Canadian authorities have been asked to reconsider their original decision not to participate in this study.
- (b) Experiment in Bilingualism - Canada took an active interest in the experimental programme in Luchon, France, and Harrogate, England. Canadian representatives visited the centres and presented books, films, posters and reproductions of Canadian works of art in the hope that Canadian experience in bilingualism would be of some assistance to the project.
- (c) Teaching about the United Nations and Human Rights
 - (i) The United Nations Association in Canada organized four student seminars in the western provinces of Canada in 1953. The work of the United Nations, UNESCO, other specialized agencies and the human rights programme were discussed. More than 250 high school students attended and seven similar seminars are planned in 1954.
 - (ii) The United Nations Association's monthly World Review for Canadian Schools which discusses topics of current political concern and long-term international problems, is distributed to 52,600 monthly.
 - (iii) Dr. Garnet T. Page, Manager of the Chemical Institute of Canada delivered approximately 150 speeches on UNESCO to a total audience of about 60,000 in the course of four trips across Canada during the past two years.
 - (iv) The Citizenship Branch of the Department of Citizenship and Immigration in co-operation with the United Nations Association and the Canadian Association for Adult Education helped many voluntary agencies plan study groups and programmes on human rights, world community, technical assistance and the observance in Canada of United Nations Day and Human Rights Day.

5. Work with Youth

- (a) International Seminar for Leaders of Youth Movements, Japan, October, 1953 - The Canadian representative, a member of the International Committee of the Y.M.C.A., made a comprehensive report which was circulated to outstanding youth groups in Canada.

- (b) Survey on the Development of Athletic Sports for Educational Purposes - In general, the interested Canadian officials commended this study. They urged that the project be clearly defined and, initially at least, that it be restricted to the school level of sport. Close liaison with the World Health Organization was also recommended.
- (c) International Youth Institute - The National Young Adult Committee of the Canadian Young Men's Christian Association is interested in the operation of the Institute.

6. Exchange of Persons

- (a) Promotion of Exchange of Workers - The Engineering Institute of Canada took the initiative in organizing Canadian participation in the International Association for the Exchange of Students for Technical Experience. Canada participated in this project for the first time in 1953 and 21 persons were accepted for training in Canada. During 1954 it is hoped that 50 can be placed in Canada.
- (b) Exchange of Young People - The National Federation of Canadian University Students, the World Assembly of Youth in Canada and many other Canadian organizations participated very actively in international exchanges. Perhaps the outstanding example of initiative during the years under review was the seminar sponsored by the Canadian and Indian Committees of the World University Service which was held at the University of Mysore, India, from June 8 to July 10, 1953. Thirty-one Canadian students travelled to India for the seminar and students from 18 other countries attended.
- (c) Exchange of Teachers - The Canadian Education Association continued its efforts to increase exchanges but many difficulties were encountered. Exchanges with the United States and the United Kingdom were arranged on a regular basis, but currency restrictions, differences in languages, and other impediments were encountered in efforts to extend the scheme to other countries.
- (d) UNESCO Fellowships -- (See Page 8).

(B)

NATURAL SCIENCES

Canadian authorities concerned with the natural sciences commend UNESCO for its reorganization of scientific liaison. But, as one Canadian expert observed, "the awful danger of the isolation of the scientist from the world of common men has been brilliantly illuminated....."and much remains to be done in this field.

1. Scientific Co-operation

- (a) Co-ordination of Work of National Scientific Research Institutions - The National Research Council of Canada provided UNESCO with complete documentation concerning its constitution functions, facilities and activities.
- (b) A Canadian Committee on Science Abstracting was constituted and a report submitted to UNESCO in April, 1952. Unfortunately, there are no journals of abstracts in Canada, and very little progress has been made on the development and improvement of scientific documentation. It was suggested that UNESCO might assemble national catalogues of scientific personnel.
- (c) Survey on the Safe and Expeditious Travel of Delicate Physical Standards - In reply to UNESCO's inquiry, the Canadian authorities stated that no special arrangements were necessary in Canada, but the National Research Council offered to participate in this project if its help was desired from an international point of view.

2. Contributions to Research

- (a) The Arid Zone Programme - The Geographic Branch of the Department of Mines and Technical Surveys agreed to serve as the Canadian clearing centre and to participate in the panels of experts. The Universities of Saskatchewan and Manitoba co-operated by completing questionnaires on plant ecological research and information was submitted concerning projects on aridity in the prairie provinces of Canada.
- (b) Programme of Research on the Brain - UNESCO questionnaires were completed by eight brain research centres and subsequently three Canadian specialists were selected for the UNESCO panel of experts on this subject.

3. Teaching and Dissemination of Science

- (a) The Canadian Institute of Mining and Metallurgy, the Chemical Institute of Canada and the Engineering Institute of Canada sponsor a Canadian committee on counselling and engineering and sciences. This committee disseminates information on the natural sciences and works toward the improvement of science teaching in Canada.
- (b) The Scientific Liaison Section of the National Research Council of Canada is constantly experimenting with new methods of conveying scientific information. One example of this endeavour during 1953 was the film "Canada's Atom Goes to Work", describing progress on

Canadian research in the peaceful use of atomic energy. The film was produced and distributed in co-operation with the National Film Board of Canada.

- (c) Other organizations and companies in Canada also participated in the effort to disseminate information on science and its relation to society. For example, the Chemical Institute of Canada holds exhibitions, sponsors radio broadcasts and brings about 30 chemical specialists from other countries to Canada each year.

4. UNESCO Scientific Co-operation Conferences:

- (a) An officer of the National Research Council of Canada attended the meeting to establish an International Advisory Committee on Scientific Research held at London, July, 1953.

(C)

SOCIAL SCIENCES

1. Exchange of Information

- (a) The Social Science Research Council of Canada serves as the Canadian National Working Committee and contributed to studies on social science documentation and teaching of the social sciences in Canada. Many other organizations complemented the work of the Council in focusing public attention on outstanding projects in the social science field and on this portion of the UNESCO programme.
- (b) Provisional International Social Science Council - Canadian organizations contributed suggestions for the proposed agenda of the plenary session of the Council in December, 1953.
- (c) The Social Science Research Council continued surveys of social science teaching in Canadian universities. Surveys of sociology, political science and geography teaching have been completed and a study of psychology teaching is now in progress.

2. Study of the Social Impact of Industrialization

The results of studies in this field were circulated to interested Canadian organizations. Suggestions were offered concerning the specific subjects which might be studied during the research on the effect of population increases on the political, economic and social structure of modern societies.

3. Study of Cultural and Moral Relations between the Old World and the New.

The Humanities Research Council is pursuing two related projects:-

- (a) an annotated bibliography of Canadian literary production in the English language in connection with a comparative study of the development of Anglo-Saxon culture in different parts of the world (about 15,000 items have been prepared and publication is scheduled in 1954);
- (b) a history of French literature in North America which is scheduled for publication in early 1954.

4. Campaign Against Racial Discrimination

Many Canadian organizations participated in the campaign. Outstanding leadership was provided by the Canadian Citizenship Council through discussion groups and editorials and publicity in its bulletin Citizenship Items; the United Nations Association in Canada through its student seminars, branch meetings and its monthly school leaflet World Review; and the Canadian Young Mens' Christian Association through its social educational programme and work with youth. All organizations praised the UNESCO publications What is Race? and The Race Question in Modern Society.

(D)

CULTURAL ACTIVITIES

The growing interest in cultural activities in Canada, which was mentioned in the last Canadian report, gathered momentum during the years under review and it became evident that industrial and economic expansion in Canada were accompanied by an increase in cultural stature and an awareness of the importance of developing the creative arts.

1. Study on Cultural Assimilation of Immigrants:

The UNESCO questionnaire on this subject was completed by the Citizenship Branch of the Department of Citizenship and Immigration in co-operation with the Canadian Citizenship Council. Since then the following activities have been organized in this field:

- (a) An exhibition of paintings by newcomers to Canada, arranged in conjunction with the London (Ontario) Art Gallery, was displayed in many of Canada's principal communities.
- (b) This exhibition inspired the formation of the Colour and Form Artists Society which is composed of painters and sculptors who arrived recently in Canada.
- (c) A national seminar on citizenship problems was sponsored in May, 1953, and the section of the agenda devoted to "The International Aspects of Citizenship" specifically concerned the UNESCO programme and Canadian participation in it.
- (d) Assistance was given to numerous voluntary organizations in arranging folk festivals and exhibitions of handi-crafts.

2. Draft International Convention for the Protection of Cultural Property in the Event of Armed Conflict

The Canadian authorities consulted on this subject were in sympathy with the purpose of the proposal, but did not think that a binding instrument of this kind would be practical, feasible or effective. Two Canadian observers were instructed to attend the conference at The Hague.

3. The Role of Museums in the Education of the Young and Adults

- (a) Two Canadian representatives attended the seminar at Brooklyn in 1952. A misinterpretation of the word "museum" considerably narrowed Canadian participation in this seminar.
- (b) Exhibits of art by Canadian children were sent to Ceylon, Ireland and Japan. Part of the latter exhibit was donated to UNESCO.
- (c) The Canadian Museums Association, affiliated with the International Council of Museums regularly provided information to UNESCO and supported projects in UNESCO's programme.

4. Improvement of Art Teaching and Popularization of the Arts

(a) During the years under review there was a growing public consciousness in Canada of the importance of the arts. Many techniques were employed to stimulate this increasing interest. Evidence of this upsurge of interest are the following examples:

(i) Canadian Government Overseas Awards provided opportunities for creative artists among others, to study abroad. This should do much to improve standards of art teaching in Canada.

(ii) The Canadian Broadcasting Corporation played an outstanding part in this endeavour. Many programmes specifically designed to stimulate interest and popularize the arts were broadcast each week.

(iii) The National Film Board participated fully in the development of Canadian appreciation of the arts. Examples of its work in this direction were the films "Côté Court - Côté Jardin", describing the work of a professional theatre company; "Varley", a portrait of a Canadian artist; "Shadow on the Prairie", a film on Canadian ballet.

(iv) Newspapers devoted an increasing amount of space to the arts and many of them now employ competent critics in the individual fields of the arts.

(v) The annual national ballet festivals, music festivals, operatic festivals, drama festivals and other cultural events were supported with enthusiasm.

(vi) The first Canadian Shakespearean Festival at Stratford, Ontario, in 1953 was an outstanding success.

(vii) Art study and appreciation groups fostered and assisted by the National Gallery of Canada and other art galleries and academies throughout the country proved popular.

(b) International Conference on the Role and Place of Music in the Education of Youth and Adults, Belgium, July, 1953

Representatives of the Royal Conservatory of Music, Toronto, and the Canadian Broadcasting Corporation, played a prominent part in the seminar. Dr. Arnold Walter of the Royal Conservatory, Toronto, served as one of the chairmen of the conference's preparatory commission and was elected president of the International Society for Music Education. The London (Ontario) Girls Choir sang at the Conference.

5. Knowledge and Appreciation of Masterpieces

(a) The National Gallery of Canada added to its collection of masterpieces and organized a special exhibition of masterpieces which toured Canadian cities.

(b) UNESCO travelling exhibitions were circulated throughout Canada by the National Gallery of Canada and the Canadian Education Association.

6. Development of Public Libraries

The Canadian Library Association's Reference Section devoted its 1953 annual meeting to co-operation with UNESCO. Through membership in the International Federation of Library Associations, this Canadian organization is also participating in the UNESCO programme. The UNESCO Bulletin for Libraries, Education Abstracts and the special issue of UNESCO Courier devoted to libraries were helpful in the development programme of the Association.

7. National Bibliographical Services

(a) The National Library of Canada prepared the bibliography Canadiana in 1952 and 1953 and is constantly striving to improve bibliographical services in Canada. More than 6,000 items were deposited with the National Library during 1953.

(b) A Canadian correspondent of the International Advisory Committee on Bibliographical Services was approved.

8. Centre for Exchange of Publications

(a) The National Librarian assisted in the revision of the UNESCO Handbook on Exchange of Publications. The references to Canadian exchanges in the first edition were confusing and inaccurate.

(b) The Canadian authorities do not think that the proposed Convention on Microfilming would serve a useful purpose. Requests for reproductions from abroad are now accorded the same treatment as requests from Canadian institutions neither type of request being permitted to monopolizing of the limited facilities available. The proposed convention would not eliminate the minor difficulties that arise from time to time in international exchanges.

(E)

MASS COMMUNICATIONS

1. Improvement of Means and Techniques

- (a) Documentation Centre on School Broadcasts - School broadcasts increased and it is estimated that three-fifths of Canada's English-speaking schools now use these programmes, an increase of 10 per cent in the last year. Important steps were taken by the Canadian Broadcasting Corporation to improve the coverage in Canada's northern territories. The Canadian authorities are of the opinion that the UNESCO Centre would be more useful if it supplied programme material.
- (b) Seminar on Audio-Visual Aids for Educational, Scientific and Cultural Purposes, Sicily, September, 1953. The report of the Canadian representative was circulated to all interested agencies and organizations in Canada.
- (c) Use of Television for Educational and Cultural Purposes

(i) The Canadian Broadcasting Corporation is conducting important experiments in linking "in-school" sound broadcasting with "after-school" telecasting. A series of television programmes is designed to visually supplement a radio series. The experiment is being evaluated to determine the amount of assistance to the classroom teacher of a combination of the two media. Experiments on "in-school" telecasting are planned.

(ii) In providing films for television the National Film Board of Canada is concentrating on use of light 16 m.m. single system sound cameras and is producing films at the relatively low budgets required for quantity production for television.

(iii) The Canadian Association for Adult Education acted for UNESCO in a study of "National Farm Radio Forum" and supplied documentation on education by radio and television.

(d) Use of Films for Educational Purposes

The National Film Board of Canada have developed a dual language sound track and adaptor for film projectors. The split sound track can carry two languages or a commentary for two different audience levels.

2. Use of Mass Communications

- (a) Study of World Daily Press - The National Librarian provided UNESCO with a Canadian bibliography for this study.
- (b) Study of Cinema for Children - The Canadian Film Institute provided extensive assistance but was seriously handicapped by the very short time permitted for the survey.
- (c) Film Cataloguing Project - At UNESCO's request three Canadian experts attended a meeting on this subject at Washington in July, 1953.

(d) Distribution

(i) The National Film Board distributed 54 film titles directly or indirectly concerned with the United Nations and UNESCO. These films were shown to a total audience of 623,294.

(ii) The Canadian Broadcasting Corporation carried regular reports and programmes concerning the work of the United Nations and UNESCO. Special programmes designed to improve international understanding were also broadcast. Sixteen programmes supplied by UNESCO were broadcast during 1953, but the Corporation is able to make little use of UNESCO material.

(iii) The daily and periodic press printed many articles and news reports describing the UNESCO programme.

(iv) UNESCO publications were distributed by the Department of External Affairs. More latitude in the distribution of these publications might stimulate wider interest in Canada. The Courier was praised by many Canadian organizations.

3. Voluntary International Assistance

(a) UNESCO Gift Coupon Plan - A national conference was convened to discuss the plan and the United Nations Association in Canada agreed to do promotional work and serve as the Canadian clearing centre for UNESCO gift coupons. Splendid results have been achieved in some localities but, on the whole, the plan has made slow progress. This is partially a consequence of non-acknowledgment of gift coupons which destroyed the direct contact between donor and recipient and had a discouraging effect on organizers and participants. Among the many organizations actively interested in Canadian participation were: the Canadian Association for Adult Education, the Canadian Library Association, the Federated Women's Institutes of Canada and the Chemical Institute of Canada.

(b) Travel Coupon Scheme - Although there are no currency restrictions in Canada, the National Federation of Canadian University Students agreed to serve as the Canadian clearing centre for travel coupons in order to help UNESCO acquire hard currency for the issue of more coupons in soft-currency countries.

(F)

TECHNICAL ASSISTANCE

1. Canada is a major contributor to the United Nations Expanded Programme and has pledged (subject to the fulfilment of certain conditions) \$1,500,000 to the programme for 1954, an increase of almost 100 per cent over the 1953 allocation. Canada is continuing to respond to numerous requests for training facilities and technical experts.
2. Since the programme began, training for 31 UNESCO fellows and scholars has been arranged in Canada through the offices of the Technical Co-operation Service of the Department of Trade and Commerce. Fifteen of these UNESCO trainees came to Canada in 1952 and fourteen during 1953. These candidates have taken up awards in a number of fields of study, including all branches of education, social welfare, educational film production, agricultural education, community development and co-operatives.
3. Although Canadian records on trainees appear to be complete, they are not so with respect to experts, since UNESCO frequently does not seek the assistance of the Government of Canada in recruiting nominees for service abroad. The Government of Canada is, of course, prepared to extend as much assistance as possible to UNESCO in finding Canadian experts when asked to do so. In this connection a greater measure of success might be expected to attend this co-operation in the future, if it were possible for UNESCO to minimize the time which frequently elapses between the submission by the Government of Canada of the name of a proposed Canadian expert and UNESCO's notification to the candidate of the rejection or acceptance of his services.

(G)

DOCUMENTS AND PUBLICATIONS

1. Documents - Three practices which discouraged Canadian participation in certain parts of the UNESCO programme require attention:
 - (a) The frequent use of questionnaires for eliciting information often discouraged organizations and individuals who were short of time and staff. While the difficulty is recognized of designing a questionnaire to meet the different conditions existing in all Member States, it has been found that the questions were frequently so general and broad in scope, or so vaguely phrased, that they defeated their own purpose.
 - (b) Insufficient time is allowed for collection and co-ordination of information requested for some projects. Canadian organizations interested in UNESCO's programme are dispersed over such an area and the decentralization of competence in many of the projects is such that it is impossible to secure full and well-integrated participation in the time allocated.
 - (c) Some communications and documents from UNESCO were forwarded directly to individuals and organizations in Canada, rather than to the Department of External Affairs. The failure to follow a clearly defined channel of communication caused some confusion and dissatisfaction.
2. Publications - A UNESCO Publications Committee was formed in December 1952. Members of the Committee forward copies of all UNESCO publications to the interested Canadian authority with a request for a review of the publication. The reviews are published periodically in a bilingual bulletin, UNESCO REVIEW (Canada), which is distributed to a large number of individuals and organizations interested in the UNESCO programme. The purpose of this bulletin is dissemination of information about UNESCO and the stimulation of sales of UNESCO publications in Canada.

V

ESTABLISHMENT OF NATIONAL COMMISSION

Canadian organizations that support the UNESCO programme and desire a greater Canadian participation in UNESCO activities urged the establishment of a Canada Council which would serve as the Canadian national commission for UNESCO. In response to inquiries on this subject, the Prime Minister of Canada said that the matter had received "... very serious consideration". The question had been discussed with prominent Canadians who might undertake the formation of a Canada Council. The importance of this proposal was fully recognized but unfortunately, it had not yet been possible to make arrangements to create the type of Canada Council which was recommended by the Royal Commission on National Development in the Arts, Letters and Sciences. However, the Prime Minister said "... I think I have planted seeds which will germinate....."

Meanwhile, the Department of External Affairs acted as a co-ordinating agency for UNESCO projects in Canada. Shortages of personnel with experience in UNESCO work affected Canadian participation, but the splendid co-operation of voluntary organizations and official agencies enabled Canada to make a useful contribution to the UNESCO programmes.

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